

MCCRORY-LISTON ELEMENTARY

1978 Hwy. 215 South
Blair, South Carolina

Grades	PK-6 Elementary School	
Enrollment	211 Students	
Principal	Chandra M. Bell	803-635-9490
Superintendent	Dr. Patrice Robinson	803-635-4607
Board Chair	Mr. Ronald Smith	803-718-8076

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

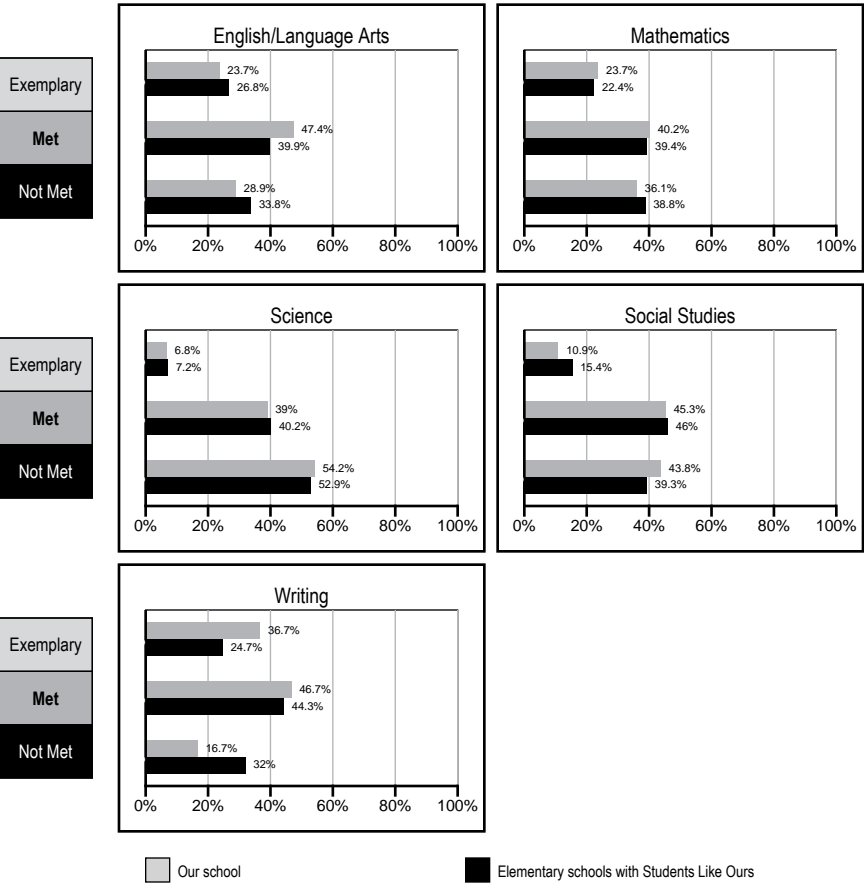
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	52	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=211)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.8%	1.5%	1.1%
Attendance rate	99.6%	Up from 96.7%	96.1%	96.2%
Served by gifted and talented program	24.2%	Up from 0.0%	5.4%	13.4%
With disabilities other than speech	1.8%	Up from 1.4%	4.3%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	62.5%	Down from 66.7%	61.7%	62.5%
Continuing contract teachers	75.0%	Down from 86.7%	82.4%	88.2%
Teachers returning from previous year	81.9%	Up from 80.0%	84.7%	87.8%
Teacher attendance rate	95.5%	Up from 94.7%	95.2%	95.2%
Average teacher salary*	\$46,916	Down 6.6%	\$45,139	\$46,773
Professional development days/teacher	12.8 days	Down from 19.2 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	11.0 to 1	Down from 13.8 to 1	17.6 to 1	19.9 to 1
Prime instructional time	93.7%	Up from 89.3%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,021	Down 13.8%	\$8,435	\$7,447
Percent of expenditures for instruction**	61.5%	Up from 56.9%	67.8%	68.4%
Percent of expenditures for teacher salaries**	58.6%	Up from 52.6%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

McCrorey Liston Elementary (MLE) is a community school located in Blair, SC. The staff, parents, and community have worked collectively to make McCrorey-Liston a great school. They have continued to build upon the tradition of hard work and dedication to meet the academic, social, and emotional needs our students.

McCrorey Liston was recognized this year by Winthrop University as being a “NetScope Partner School”. We were one of two elementary schools in our district to receive this partnership. As a result of this partnership, our teachers participated in leadership and mentor training as well as various professional development activities.

We have continued our efforts to increase our students’ independent reading levels. Our students participated in the Reading Counts Program, where students accumulate points for reading books. Students were given incentives once they reached their goal. We also encouraged reading through our Coordinated Approach to Child Health (CATCH) Walking Club. This club provided our students with an opportunity to listen to books on tape while promoting a healthy lifestyle. Through these efforts, we have seen an increase of students’ interest in reading and significant gains in our students’ reading levels.

The Parent Teacher Association (PTA) and School Improvement Council (SIC) provided a myriad of activities for our students, teachers, and community. The PTA provided incentives for students and presented many of our teachers with mini grants. Our SIC and community stakeholders were also very supportive. They provided input about our school as well as provided us with feedback concerning our Title One programs and school budget. We are very appreciative to our PTA and SIC for their continuous support.

The staff at MLE continues to use data to drive their instruction. Teachers used data from Measures of Academic Progress, Test for Higher Standards, and common assessments to plan and implement lessons for their students. The teachers attended data meetings and participated in book studies to assist them in implementing research based strategies using a differentiated approach.

Chandra Bell, Principal
Katrina Tolbert, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	23	21
Percent satisfied with learning environment	87.5%	87.0%	75.0%
Percent satisfied with social and physical environment	100.0%	78.3%	95.2%
Percent satisfied with school-home relations	83.3%	87.0%	81.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	99.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	98	98	27.4	48.4	24.2	86.3	75.4	82.4	Yes	Yes
Gender										
Male	62	96.8	27.1	47.5	25.4	83.1	70.1	78.7	N/A	N/A
Female	36	100	27.8	50	22.2	91.7	81.1	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	81.1	88.9	I/S	I/S
African American	96	97.9	27.7	48.9	23.4	86.2	74.4	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	20	100	42.1	42.1	15.8	63.2	47.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	98.9	27.3	50	22.7	85.2	74.2	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	98	98	34.7	41.1	24.2	81.1	74.2	81.9	Yes	Yes
Gender										
Male	62	96.8	32.2	44.1	23.7	83.1	72.5	79.9	N/A	N/A
Female	36	100	38.9	36.1	25	77.8	76	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	81.7	88.9	I/S	I/S
African American	96	97.9	35.1	40.4	24.5	80.9	72.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	20	100	63.2	26.3	10.5	52.6	47.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	100	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	89	98.9	36.4	39.8	23.9	79.5	73.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	60	100	54.2	39	6.8	45.8	52.5	68.6
Gender								
Male	41	100	50	42.5	7.5	50	51	68.3
Female	19	100	63.2	31.6	5.3	36.8	54	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	70.3	80.7
African American	58	100	55.2	37.9	6.9	44.8	49.2	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	13	100	75	16.7	8.3	25	29.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	60.7
Socio-Economic Status								
Subsidized meals	53	100	52.8	39.6	7.5	47.2	50.7	57.3

Social Studies

All Students	64	96.9	41.9	46.8	11.3	58.1	61.5	72.5
Gender								
Male	40	95	44.7	44.7	10.5	55.3	60.1	72
Female	24	100	37.5	50	12.5	62.5	63.1	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	71.7	81
African American	63	96.8	42.6	47.5	9.8	57.4	59.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	15	100	53.3	33.3	13.3	46.7	39.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	69.7
Socio-Economic Status								
Subsidized meals	60	98.3	42.4	47.5	10.2	57.6	59.9	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	31	100	16.7	46.7	36.7	83.3	63.7	73.2	99.6	96.7
Gender										
Male	18	100	17.6	41.2	41.2	82.4	56.9	67.2	99.3	96.5
Female	13	100	15.4	53.8	30.8	84.6	70.7	79.4	99.9	96.9
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	58.2	81.5	99.9	94.8
African American	30	100	16.7	46.7	36.7	83.3	64.5	61.3	99.6	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	97
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.4	26	99.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	28	100	17.9	46.4	35.7	82.1	61.8	63.2	99.9	96.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	26	100	36	40	24	64
	4	33	97	38.7	38.7	22.6	61.3
	5	26	100	28	36	36	72
	6	28	96.4	42.3	46.2	11.5	57.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	89.5	23.5	47.1	29.4	76.5
	4	26	100	26.9	57.7	15.4	73.1
	5	31	100	26.7	56.7	16.7	73.3
	6	22	100	31.8	27.3	40.9	68.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	26	100	68	24	8	32
	4	33	97	38.7	45.2	16.1	61.3
	5	26	100	32	60	8	68
	6	28	96.4	38.5	50	11.5	61.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	89.5	47.1	23.5	29.4	52.9
	4	26	100	42.3	38.5	19.2	57.7
	5	31	100	23.3	53.3	23.3	76.7
	6	22	100	31.8	40.9	27.3	68.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	13	100	84.6	7.7	7.7	15.4
	4	32	100	51.6	45.2	3.2	48.4
	5	13	100	N/A	N/A	N/A	58.3
	6	14	92.9	N/A	N/A	N/A	30.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	26	100	53.8	38.5	7.7	46.2
	5	16	100	53.3	40	6.7	46.7
	6	11	100	N/AV	N/AV	N/AV	54.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	13	100	N/A	N/A	N/A	25
	4	32	100	N/A	N/A	N/A	61.3
	5	13	100	53.8	38.5	7.7	46.2
	6	14	100	15.4	69.2	15.4	84.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	83.3	I/S	I/S	I/S	I/S
	4	26	100	50	42.3	7.7	50
	5	15	100	33.3	46.7	20	66.7
	6	11	100	36.4	54.5	9.1	63.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	26	100	52	44	4	48
	4	32	100	35.5	41.9	22.6	64.5
	5	26	100	20	32	48	80
	6	28	96.4	46.2	46.2	7.7	53.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	31	100	16.7	46.7	36.7	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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